

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☐ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Gerald A. Ernstberger
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Holy Family School
(As it should appear in the official records)

School Mailing Address 217 West Daisy Lane
(If address is P.O. Box, also include street address)

New Albany IN 47150-4538
City State Zip Code+4 (9 digits total)

County Floyd School Code Number* n/a

Telephone (812) 944-6090 Fax (812) 944-7299

Website/URL www.school.holyfamilynewalbany.org E-mail jaernstberger@yahoo.com

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Annette "Mickey" Lentz
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Indianapolis Tel. (800) 382-9836

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Frank Riely
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: N/A Elementary schools
 Middle schools
 Junior high schools
 High schools
 Other
 TOTAL
2. District Per Pupil Expenditure: N/A
 Average State Per Pupil Expenditure: N/A

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
☐ Urban or large central city
☒ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural
4. 10 Number of years the principal has been in her/his position at this school.
 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	NA	NA	NA	7	14	28	42
K	25	24	49	8	19	15	34
1	21	21	42	9			
2	17	28	46	10			
3	20	22	42	11			
4	28	22	50	12			
5	20	24	44	Other			
6	23	14	37				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							386

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school: 98.5 % White
.75 % Black or African American
 % Hispanic or Latino
.75 % Asian/Pacific Islander
 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: .5 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	2
(4)	Total number of students in the school as of October 1 (same as in #5 above)	386
(5)	Subtotal in row (3) divided by total in row (4)	.005
(6)	Amount in row (5) multiplied by 100	.5

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 2.3 %

Total number students who qualify: 9

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7.3%
28 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 1 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 6 </u> Specific Learning Disability
<u> 1 </u> Hearing Impairment	<u> 20 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> 1 </u>
Classroom teachers	<u> 18 </u>	<u> 5 </u>
Special resource teachers/specialists	<u> </u>	<u> 1 </u>
Paraprofessionals	<u> </u>	<u> 13 </u>
Support staff	<u> </u>	<u> 14 </u>
Total number	<u> 19 </u>	<u> 34 </u>

12. Average school student-“classroom teacher” ratio: 18:1* *Part time teachers’ hours total 3 full time teachers
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97.1%	97.6%	97.7%	97.1%	97.2%
Daily teacher attendance	97.6%	98.1%	98.0%	97.4%	97.5%
Teacher turnover rate	4.3%	8.6%	4.3%	13.0%	0%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	NA%	NA%	NA%	NA%	NA%

PART III – SUMMARY

Holy Family School is a K-8 Catholic elementary school serving Holy Family Parish, New Albany, Indiana, and the surrounding communities of Floyd and Clark counties. Holy Family celebrated its fiftieth anniversary earlier this year and has approximately 2,000 alumni. Holy Family is a member school of the Archdiocese of Indianapolis and is one of nine Catholic schools in the New Albany Deanery including one Catholic high school. The Sisters of Providence founded the school and were its first teachers. Presently, all administration, faculty and staff are members of the laity. The school has grown to its current enrollment of 386 students with two homerooms at each grade level. The school has undergone expansions twice, and currently a facilities steering committee of the parish is planning a capital renovation of the 1954 building.

We are proud of the tradition of strong faith formation, excellence in academic achievement and innovation in classroom and extracurricular opportunities. Our mission reads: *With the support of parish community and school families, we strive to develop minds that inquire, hearts that care, and lives that are dedicated to Christ.* We hold ourselves accountable to both the academic and spiritual development of the individual student.

At the heart of our school is family, from individual school families to faculty and staff to parish family. Each year the teachers establish a unifying theme that drives many of the student activities throughout the year. The 2004-2005 school theme is *Uniting Faith and Educational Excellence*. Our students work together in *school families* (multi-age K-8 student teams) for school-wide events directed by our eighth grade student leaders. Some of our eighth graders also serve as *Eagle Ambassadors* for the school and parish community. Holy Family students and their parents work together with the faculty and staff on many endeavors. Our learning garden, *Green Thumbs and Grace*, is an example of the collaborative and generous spirit of our parents and parishioners. Through the science and art curricula, students plant and cultivate flowers and garden vegetables, create garden sculptures and raise tadpoles and fish. Volunteer families provide summer weeding, watering and harvesting for *In Heaven's Eyes*, a parish organization that supports the homeless and needy of our community. The parent Home and School Association (HSA) serves in numerous capacities, both in the classroom and beyond. HSA drives our fund raising efforts, particularly our annual auction. They sponsor numerous support activities such as faculty luncheons, appreciation ceremonies, and *Donuts with Dads*, and they provide room parents and facilitators for our reading clubs. Parents also serve on the school ministry commission, educational planning and NCA school improvement teams, and technology, finance, and marketing committees.

Service learning is a vital component of our educational program, and Holy Family students raise funds to support *Jump Rope For Heart*, St. Jude's Children's Research Hospital, the Providence House Orphanage in Georgetown, Indiana, and a number of community organizations, including the Lance Armstrong Foundation and Salvation Army. Recently, Holy Family students and their families provided about 200 care packages for the Army National Guard #151 stationed in Afghanistan. Many of our students are Scouts who perform numerous service projects locally. Three Holy Family alumni have recently completed their Eagle Scout service projects through Holy Family Parish and the larger community.

In 2000-2001, we were recognized as a U.S. Department of Education Blue Ribbon School. In February 2004, the school achieved accreditation status by the North Central Association of Schools (NCA). Holy Family is fully accredited by the State of Indiana, and in 2000, was one of only three schools recognized as a *Millennium Community* in the State of Indiana.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Standardized Test Results Show High Achieving Students

As an accredited school in Indiana, Holy Family administers the state-mandated Indiana State Test of Educational Progress (ISTEP+). The ISTEP+ is a criterion-referenced comprehensive test of basic and essential skills for students in grades 3, 6, and 8. Holy Family School does not have significant (10%) ethnic subgroups, as 98% of our students are Caucasian. In addition, approximately 3% of our students qualify for the government free and reduced lunch program based on family income. Therefore, the State of Indiana did not report data from any subgroups. No Holy Family students are excluded from taking the ISTEP+ test.

We recently received our fall 2004 scores, which demonstrate high levels of achievement by our students. Grade three students had 95% passing reading and 90% passing mathematics, sixth graders had 89% passing reading and 95% passing mathematics, and eighth graders had 97% passing reading and 100% passing mathematics. We are particularly pleased that nearly half (47%) of our eighth graders achieved the distinction of Pass+ on the reading test, compared to only 8% statewide attaining this level of performance. In mathematics, 32% of Holy Family 8th graders received the Pass+ distinction, compared to 16% statewide. State ISTEP+ information and data obtained from the Indiana Department of Education website (www.doe.state.in.us) show the average percent passing ISTEP for grades 3, 6, and 8.

Test results from fall 2003 ISTEP+ show that Holy Family students were very successful: 94% of third graders passed in reading; 94% of third graders passed in mathematics; 94% of sixth graders passed in reading; 98% of sixth graders passed in mathematics; 98% of eighth graders passed in reading; and 100% of eighth graders passed in mathematics. State averages for the same test were: third grade reading (75%); third grade mathematics (72%); sixth grade reading (70%); sixth grade mathematics (73%); eighth grade reading (66%); and eighth grade mathematics (72%).

Holy Family students also take the Terra Nova, published by CTB/McGraw Hill. We give this test to track and monitor student achievement in the non-ISTEP+ testing years (grades 4, 5, and 7) and to gain insights into individual academic aptitude and special needs through the Test of Cognitive Skills. Also, scores from this test are referenced against national norms and are reported as mean NCE scores. In 2003, Holy Family eighth graders' total reading score was 73.0 and mathematics score was 67.3. The 90th percentile nationally for reading was 65.8 and for mathematics was 65.5, placing Holy Family students in the top 10% nationally. Holy Family students achieve high rankings in both State of Indiana and national tests, indicating an exemplary academic education.

2. Assessment Data Leads to Improved Student and School Performance

Holy Family School strives to achieve continuous school improvement for each student. Teachers and administrators carefully study the results of statewide ISTEP+ and national CTBS Terra Nova tests. Information is provided for grades 3, 6, and 8 for ISTEP+. Holy Family students also have Terra Nova results for grades 2 through 8. This data enables teachers to monitor essential skills and standards at each grade level as well as design appropriate remedial or accelerated instruction for individual students.

Additional testing data is used at the K-2 grades to help determine students' achievement level in reading (Indiana Reading Assessment). Analysis of this information provides direction for curriculum decisions including differentiated instruction, tutorial programs, and enrichment opportunities, both during the school year and over summer.

3. The School Communicates Student Performance

Holy Family School communicates student performance in a variety of ways. School wide and grade level student test data is printed in the local newspapers and is shared with school parents and parishioners. Teachers and parents analyze and discuss detailed individual student reports at parent-teacher conferences. Our recently completed school website has a direct link to the state testing/assessment data, and our school brochure provides current year assessment information.

Student performance and achievements are celebrated at Holy Family through our weekly newsletter, Home and School Association news, local newspapers, and our parish bulletin. At school, students and faculty participate in recognition ceremonies at the end of each grading period and at year-end celebrate students' success.

4. The School Shares Its Success With Other Schools

Holy Family has a well-established history of sharing success and innovating deanery-level cooperation and advancement. The Holy Family Parent/Student Handbook and Faculty Handbook were used as guides for other schools as they developed and improved their handbooks. The school administrator has served as mentor for another new principal and conducts Gallup SRI teacher interviews for fellow Catholic schools in the deanery. At the faculty level, Holy Family has hired and shared staff members with other deanery schools for successful specialized programs such as technology, Spanish, string orchestra and art instruction. Holy Family has also provided assistance with deanery schools as they prepare for North Central Association (NCA) accreditation status.

Holy Family established the first technology task force for the entire deanery and secured and coordinated three Archdiocesan technology-training grants for teachers from all nine schools. Within the last five years, two of Holy Family School's former teachers have been named principals at other Catholic schools in the deanery. Holy Family also provides assistance with deanery initiatives, including faculty professional development, art and science festivals, and quick-recall competitions. Holy Family also helps to coordinate religious and social experiences for students, such as deanery liturgies and dances. Our staff members have been presenters at deanery, archdiocesan, regional (INPEA and OCEA) conferences in the areas of special needs, music and technology, middle school improvement, brain compatible learning, and teacher supervision. We provided the first class of freshman-level Spanish II students for Providence High School, enabling that school to develop its fifth-year AP Spanish program.

Holy Family will continue to share its success with other schools through efforts similar to these above as well as more subject area and grade level team meetings within the deanery schools.

PART V – CURRICULUM AND INSTRUCTION

1. The Holy Family Curriculum

Holy Family School provides a quality, comprehensive curriculum that sets high standards of student achievement and provides a variety of opportunities for students to find success. Teachers coordinate State, Archdiocesan and school learning standards to develop instructional content and applications. In addition to core subject areas, the middle school curriculum includes 20 nine-week electives and an advisor/advisee program that features student-led parent-teacher conferences.

Mathematics - Students develop skills in computation, mathematical concepts and problem solving through a variety of teaching methods, which include pre-testing for differentiated instruction, learning centers for mastery, accelerated opportunities through Ball State University

Big M Math program, and middle school pre-algebra and high school Algebra I for 8th graders. We use Harcourt (2004) for K-6 and Prentice Hall (2004) for 7-8th textbook series.

Science – Teachers establish goals and set standards for high achievement in concepts and laboratory practice. The curriculum includes applications in physical, biological, earth science, and astronomy, and at 7th and 8th grade, chemistry and physics. Field experiences and projects include learning garden activities, farm and orchard field trips, archaeological digs, *Star Lab* planetarium, Earth Day, Arbor Day, and deanery science fair activities.

Spiritual Formation – Students learn the basic tenets of the Catholic faith and share scripture, liturgy, prayer and special religious feast days. As students mature, they develop a deeper understanding of their faith journey as they study morality, chastity, stewardship, and Christian living. At appropriate levels, students celebrate the sacraments of Eucharist and Reconciliation. We use the 2004 *Call to Faith* series from Harcourt.

Visual Arts – Students receive visual arts instruction from the classroom teacher and special areas teacher at K-6, and from a specialized teacher at the 7-8th levels. Students learn concepts and applications of 2D and 3D productions and art history. They critique their own works and that of famous artists. The students participate in poster and auction program cover contests. At grades 5-8 students showcase works in a deanery arts festival featuring painting, drawing and sculpture.

Music – Our students experience music in and beyond the general music coursework. Elementary level students learn and practice through singing, improvising, playing instruments, and creating music in addition to learning basic music theory and appreciation. Our students perform regularly at school liturgies and programs throughout the year. Middle school students participate in choral and instrumental programs, musical theatre, folk dance, band, orchestra, state and archdiocesan music contests and music recitals.

Technology – All students receive technology literacy and applications instruction which is infused with all curricular subject areas. Students learn skills in the tech lab, and they utilize mini-labs and classroom computers for classroom projects. Portable *Alpha Smart* keyboards are available for classrooms, at-home use, and for students with special needs. Each Monday, middle level students produce a closed circuit television news program, *Wake Up, Holy Family!* for the entire school. Upper level skills include analysis of data through spreadsheets, *Powerpoint* presentations, and Internet research projects.

Foreign Language – Students in K-6 classrooms study French including basic nuances of diction and vocabulary as well as culture of the French people. In grade 7 students may elect to study Spanish enrichment; at grade 8, students receive instruction in Spanish I, a high school level course which includes dialogue, vocabulary development, sentence writing, and Spanish culture. Sixty percent of seventh graders and sixty-two percent of eighth graders take Spanish; classes meet three times per week for 45 minutes and 70 minutes, respectively.

Health and Physical Education – Students at all grade levels study health and physical education themes, with focus on fitness, hygiene, structured play, and healthy lifestyle choices. Students participate in drug, tobacco, gang education and resistance through *D.A.R.E.* and our advisor-advisee program.

2a. Holy Family Reading Curriculum

Holy Family primary students experience a combination of language literacy, phonics and reading across the curriculum. K-2 teachers administer the Indiana Reading Assessment to define individual strengths and needs. Primary teachers successfully utilize Four-block instruction, and standardized test scores help them determine areas for improvement of essential skills. Teachers incorporate differentiated instruction in reading and writing development. As students progress, teachers utilize a literature-based approach to comprehension, with spelling and vocabulary development instruction infused with writing activities. At middle and upper levels, students study genres and write essays, poetry, journals and research papers. Studies show that non-fiction writing with editing and revision is the most powerful form of learning writing, and Holy Family

teachers are working to incorporate these into all subjects across the curriculum. All of our students enjoy writing, reading, and critiquing their own creations through our *Young Authors* and *Writer's Workshop* programs. Students who struggle to achieve passing scores on tests are identified early and provided various levels of instructional assistance, including private and group tutoring, school-year and summertime enrichment, differentiated instruction and skill centers in the classroom.

Fifth through eighth grade students develop higher level thinking skills through the study of novels, with emphasis on Caldecott and Newberry winning novels. Writing activities become more extensive, particularly guided writing with editing and revising. Teachers also employ rubrics to assist students in structuring their work. Students read and write poetry, employing a variety of forms and styles. Upper level students partner with younger children for reading activities, and parents and grandparents read with students in the library. Recently, a grant for our after-school care program provided additional books for students to read while waiting to go home. Classroom texts include *Reading* (McMillan –McGraw/Hill) and Prentice Hall's *Timeless Voices, Timeless Themes*. In 2003, parent-led reading clubs were developed to provide accelerated reading experiences for gifted and highly interested students. In 2004-2005, ninety-nine students qualified for this program through test scores and class performance.

3. Holy Family Social Studies Curriculum

Because students are valuable, contributing members of society, the social studies curriculum includes both social themes and social action. Our mission compels students to be good stewards of their school, community and world. They develop a high sense of community service and civic responsibility, national and world involvement, world culture, economics, and patriotism.

At the K-4 levels, students learn about the world and society around them through reading and discussion, special career guest speakers, demonstrations, and theme days. Students learn about historic figures such as our presidents and Martin Luther King, Jr. They study Native American rituals and create pioneer artifacts. Local field trips provide wonderful insights into the Underground Railroad, the oldest house in New Albany, and the town of Corydon, the first state capital of Indiana. Students also learn character values and develop social skills through the *BABES* program.

At 5-8th middle grades, students explore world history, cultural differences, traditions and practices, and they learn to be responsible leaders and stewards of their community. Some of the school's most innovative programs include: our annual Veterans Day program, which this year, honored 185 local veterans; state and national election process; and historic field trips to Washington, DC, and Williamsburg, Va. Students recently completed an economics unit that culminated in their operation of an Italian restaurant. Our seventh graders currently operate the Holy Family student branch of a local credit union. Students study important themes, such as American civil rights, the Holocaust, the world wars, the Civil War and the American Revolution. Current events classes hold elections and mock trials. Each year, the students present in-character speeches of famous people, and they prepare ethnic and Twenties banquets. Our students have honored the firemen and policeman of 9/11 in New York as well as our local public servants.

4. School's Different Instructional Methods

Holy Family teachers employ numerous instructional methods to meet the diverse needs of students and provide an enriched educational environment that both challenges and motivates learners. Utilizing brain-compatible strategies that include a combination of multi-sensory approaches such as reading, listening, visual demonstrations, hands-on applications, small group teaming, and computer writing and research applications, teachers are able to blend challenging content material with skill mastery and higher-level thinking. Over the past several years,

specific changes including less emphasis on worksheets and more emphasis on guided writing including prewriting, revising, editing, and publishing have enhanced teacher practice and student achievement.

Teachers use school, Archdiocesan and Indiana standards to prepare content and skill objectives, and they analyze test scores to determine areas of mastery and specific needs. By using more open-ended and extended problem-solving questioning techniques, teachers have developed better math, social studies and science assessment. Providing rubrics for projects and writing activities have enhanced students' ability to focus and organize their work as well as to evaluate their own performance. Pre-testing new content material prior to instruction is giving teachers clearer understanding of students' abilities and achievement levels, and it enables them to provide more differentiated instruction for acceleration, practice, and remediation. Traditional teacher-directed instruction is being intertwined with student-directed centers and discovery opportunities. At all levels, teachers and classroom assistants facilitate individualized instruction and small group collaboration.

5. School's Professional Development Program

The goal of our professional development program is to provide teachers with professional standards, best practice strategies, and opportunities to develop their teaching practice as part of the professional learning community. As a Catholic teaching staff, we believe: *They don't care how much you know until they know how much you care.* (Anon) Our professional development opportunities balance spiritual development with professional inservice. Teachers collaborate within grade level and subject area groupings as well as in faculty and deanery meetings.

Specific professional development opportunities in recent years include: NCA (North Central Association) state and regional conferences; National Catholic Education Association (NCEA) national and OCEA (Ohio) conferences; INPEA (Indiana Non-public Education Association); IWIN (Indiana Writing Initiative); LDA (Learning Disabilities Association, KY); National Council for the Gifted and Talented; National Catholic Middle School Conference; NCTM (National Council of Teachers of Math); and NCSS (National Council for Social Studies); HASTI Indiana Science Teachers' Conference; and Indiana First Grade and Kindergarten conferences.

Specific topical all-faculty, departmental and administrative inservices include: Brain Compatible Learning Strategies; Richard Lavoie, Carol Ann Tomlinson and Mel Levine workshops; SRI Perceiver Interview Training (principal); Keirseey Temperament Sorter and personality profiles; and Langsford Center *Specialists in Reading* training.

The impact of professional development on student achievement has been powerful, as student test scores have been steadily rising in all areas. Our percent of students passing the standards on the ISTEP+ has climbed steadily, and the percent of eighth grade students receiving the Pass+ distinction has risen dramatically. Parents respond positively at conferences and through surveys, and students with special needs are achieving through more effective professional support.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

1. Private school association(s): NCEA, NCA, Archdiocese of Indianapolis
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No
3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>3,288</u>	\$ <u>3,288</u>	\$ <u>3,288</u>	\$ <u>3,288</u>	\$ <u>3,288</u>	\$ <u>3,288</u>
K	1 st	2 nd	3 rd	4 th	5 th
\$ <u>3,288</u>	\$ <u>3,288</u>	\$ <u>3,288</u>	\$ <u>NA</u>	\$ <u>NA</u>	\$ <u>NA</u>
6 th	7 th	8 th	9 th	10 th	11 th
\$ <u>NA</u>	\$ <u>NA</u>				
12 th	Other				
4. What is the educational cost per student? \$3,930
(School budget divided by enrollment)
5. What is the average financial aid per student? \$ 770
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 19.6 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 98 %

Criterion-Referenced Tests Holy Family School

Reading (English/Language Arts) Grade 8

ISTEP+ (Indiana Statewide Testing for Educational Progress)

Edition/Publication Year – Fall, 2004

Publisher - CTB/McGraw-Hill

No students are excluded from the tests.

There are no subgroups listed because none of the following groups comprise 10% or more of the school population

- a) socioeconomic status, eligibility for free and reduced-priced meals
- b) ethnicity, minority groups
- c) students with disabilities

School Year	2004-05	2003-04	2002-03	2001-02
Testing Month	September	September	September	September
Holy Family School scores				
Percent at or above Pass	97	100	97	91
Percent at or above Pass+	47	17	25	Category not used
Percent below standard (Did not pass)	3	0	3	9
Number of students tested	34	46	36	32
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
STATE SCORES (AVERAGE)				
Percent at or above Pass	69	66	65	69
*Percent at or above Pass+	8	7	7	Category not used
*Percent at or below standard (Did not pass)	31	34	35	31

Documentation: Indiana State Department of Education Website –
www.doe.state.in.us

***From State “Print” Reports/Disaggregation Summary Report**

Criterion-Referenced Tests Holy Family School

Mathematics Grade 8

ISTEP+ (Indiana Statewide Testing for Educational Progress)

Edition/Publication Year – Fall, 2004

Publisher - CTB/McGraw-Hill

No students are excluded from the tests.

There are no subgroups listed because none of the following groups comprise 10% or more of the school population

- d) socioeconomic status, eligibility for free and reduced-priced meals
- e) ethnicity, minority groups
- f) students with disabilities

School Year	2004-05	2003-04	2002-03	2001-02
Testing Month	September	September	September	September
Holy Family School scores				
Percent at or above Pass	100	98	89	91
Percent at or above Pass+	32	26	22	Category not used
Percent below standard (Did not pass)	0	2	11	9
Number of students tested	34	46	36	32
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
STATE SCORES (AVERAGE)				
Percent at or above Pass	72	72	68	67
*Percent at or above Pass+	16	14	11	Category not used
*Percent at or below standard (Did not pass)	28	28	32	33

Documentation: Indiana State Department of Education Website –
www.doe.state.in.us

***From State “Print” Reports/Disaggregation Summary Report**

Criterion-Referenced Tests Holy Family School

Reading (English/Language Arts) Grade 6

ISTEP+ (Indiana Statewide Testing for Educational Progress)

Edition/Publication Year – Fall, 2004

Publisher - CTB/McGraw-Hill

No students are excluded from the tests.

There are no subgroups listed because none of the following groups comprise 10% or more of the school population

- g) socioeconomic status, eligibility for free and reduced-priced meals
- h) ethnicity, minority groups
- i) students with disabilities

School Year	2004-05	2003-04	2002-03	2001-02
Testing Month	September	September	September	September
Holy Family School scores				
Percent at or above Pass	89	94	90	84
Percent at or above Pass+	8	15	14	Category not used
Percent below standard (Did not pass)	11	6	10	16
Number of students tested	37	47	51	50
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
STATE SCORES (AVERAGE)				
Percent at or above Pass	71	70	70	54
*Percent at or above Pass+	8	7	7	Category not used
*Percent at or below standard (Did not pass)	29	30	30	46

Documentation: Indiana State Department of Education Website –
www.doe.state.in.us

***From State “Print” Reports/Disaggregation Summary Report**

Criterion-Referenced Tests Holy Family School

Mathematics Grade 6

ISTEP+ (Indiana Statewide Testing for Educational Progress)

Edition/Publication Year – Fall, 2004

Publisher - CTB/McGraw-Hill

No students are excluded from the tests.

There are no subgroups listed because none of the following groups comprise 10% or more of the school population

- j) socioeconomic status, eligibility for free and reduced-priced meals
- k) ethnicity, minority groups
- l) students with disabilities

School Year	2004-05	2003-04	2002-03	2001-02
Testing Month	September	September	September	September
Holy Family School scores				
Percent at or above Pass	95	98	92	94
Percent at or above Pass+	32	23	10	Category not used
Percent below standard (Did not pass)	5	2	8	6
Number of students tested	37	47	51	50
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
STATE SCORES (AVERAGE)				
Percent at or above Pass	75	73	69	62
*Percent at or above Pass+	18	14	11	Category not used
*Percent at or below standard (Did not pass)	25	27	31	38

Documentation: Indiana State Department of Education Website –
www.doe.state.in.us

***From State “Print” Reports/Disaggregation Summary Report**

Criterion-Referenced Tests Holy Family School

Reading (English/Language Arts) Grade 3

ISTEP+ (Indiana Statewide Testing for Educational Progress)

Edition/Publication Year – Fall, 2004

Publisher - CTB/McGraw-Hill

No students are excluded from the tests.

There are no subgroups listed because none of the following groups comprise 10% or more of the school population

- m) socioeconomic status, eligibility for free and reduced-priced meals
- n) ethnicity, minority groups
- o) students with disabilities

School Year	2004-05	2003-04	2002-03	2001-02
Testing Month	September	September	September	September
Holy Family School scores				
Percent at or above Pass	95	94	89	77
Percent at or above Pass+	12	15	15	Category not used
Percent below standard (Did not pass)	5	6	11	23
Number of students tested	42	52	54	53
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
STATE SCORES (AVERAGE)				
Percent at or above Pass	76	75	73	67
*Percent at or above Pass+	12	13	10	Category not used
*Percent at or below standard (Did not pass)	24	25	27	33

Documentation: Indiana State Department of Education Website –
www.doe.state.in.us

***from State “Print” Reports/Disaggregation Summary Report**

Criterion-Referenced Tests Holy Family School

Mathematics Grade 3

ISTEP+ (Indiana Statewide Testing for Educational Progress)

Edition/Publication Year – Fall, 2004

Publisher - CTB/McGraw-Hill

No students are excluded from the tests.

There are no subgroups listed because none of the following groups comprise 10% or more of the school population

- p) socioeconomic status, eligibility for free and reduced-priced meals
- q) ethnicity, minority groups
- r) students with disabilities

School Year	2004-05	2003-04	2002-03	2001-02
Testing Month	September	September	September	September
Holy Family School scores				
Percent at or above Pass	90	94	87	81
Percent at or above Pass+	26	15	13	Category not used
Percent below standard (Did not pass)	10	6	13	19
Number of students tested	42	52	54	53
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
STATE SCORES (AVERAGE)				
Percent at or above Pass	74	72	67	71
*Percent at or above Pass+	13	13	9	Category not used
*Percent at or below standard(Did not pass)	26	28	33	29

**Documentation: Indiana State Department of Education Website –
www.doe.state.in.us**

***from State “Print” Reports/Disaggregation Summary Report**

Assessment Data Referenced Against National Norms

Holy Family Catholic School

READING GRADE 8

Terra Nova Form A, 1997

CTB/McGraw-Hill Publisher

Scores are reported as NCE's.

No students are excluded from the tests.

There are no subgroups listed because none of the following groups comprise 10% or more of the school population:

- a) socioeconomic status, eligibility for free and reduced-priced meals
- b) ethnicity, minority groups
- c) students with disabilities

School Year	2003-04	2003-04	2002-03	2002-03	2001-02
Testing Month	April, 2004	Sept., 2003	April, 2003	Sept., 2002	Sept., 2001
HOLY FAMILY SCORES					
Total Reading Score	73.0	70.2	65.6	*	*
Number of students tested	46	46	33		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
NATIONAL SCORES					
Reading Mean NCE at 90 th percentile	65.8				

***During fall, 2002 and the school year, 2001-02, grade 8 only took ISTEP+ and not the Terra Nova test.**

Assessment Data Referenced Against National Norms

Holy Family Catholic School

MATHEMATICS GRADE 8

Terra Nova Form A, 1997

CTB/McGraw-Hill Publisher

Scores are reported as NCE's.

No students are excluded from the tests.

There are no subgroups listed because none of the following groups comprise 10% or more of the school population:

- d) socioeconomic status, eligibility for free and reduced-priced meals
- e) ethnicity, minority groups
- f) students with disabilities

School Year	2003-04	2003-04	2002-03	2002-03	2001-02
Testing Month	April, 2004	Sept., 2003	April, 2003	Sept., 2002	Sept., 2001
HOLY FAMILY SCORES					
Total Math Score	67.3	71.5	68.5	*	*
Number of students tested	46	46	33		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
NATIONAL SCORES					
Mathematics Mean NCE at 90 th percentile	65.5				

***During fall, 2002 and the school year, 2001-02, grade 8 only took ISTEP+ and not the Terra Nova test.**

Assessment Data Referenced Against National Norms

Holy Family Catholic School

READING GRADE 7

Terra Nova Form A, 1997

CTB/McGraw-Hill Publisher

Scores are reported as NCE's.

No students are excluded from the tests.

There are no subgroups listed because none of the following groups comprise 10% or more of the school population:

- g) socioeconomic status, eligibility for free and reduced-priced meals
- h) ethnicity, minority groups
- i) students with disabilities

School Year	2003-04	2003-04	2002-03	2002-03	2001-02
Testing Month	April, 2004	Sept., 2003	April, 2003	Sept., 2002	Sept., 2001
HOLY FAMILY SCORES					
Total Reading Score	74.1	71.6	70.2	67.7	65.8
Number of students tested	35	35	49	49	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
NATIONAL SCORES					
Reading Mean NCE at 90 th percentile	65.8				

Assessment Data Referenced Against National Norms

Holy Family Catholic School

MATHEMATICS GRADE 7

Terra Nova Form A, 1997

CTB/McGraw-Hill Publisher

Scores are reported as NCE's.

No students are excluded from the tests.

There are no subgroups listed because none of the following groups comprise 10% or more of the school population:

- j) socioeconomic status, eligibility for free and reduced-priced meals
- k) ethnicity, minority groups
- l) students with disabilities

School Year	2003-04	2003-04	2002-03	2002-03	2001-02
Testing Month	April, 2004	Sept., 2003	April, 2003	Sept., 2002	Sept., 2001
HOLY FAMILY SCORES					
Total Math Score	73.5	76.7	71.1	70.3	73.3
Number of students tested	35	35	49	49	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
NATIONAL SCORES					
Mathematics Mean NCE at 90 th percentile	64.1				

Assessment Data Referenced Against National Norms

Holy Family Catholic School

READING GRADE 6

Terra Nova Form A, 1997

CTB/McGraw-Hill Publisher

Scores are reported as NCE's.

No students are excluded from the tests.

There are no subgroups listed because none of the following groups comprise 10% or more of the school population:

- m) socioeconomic status, eligibility for free and reduced-priced meals
- n) ethnicity, minority groups
- o) students with disabilities

School Year	2003-04	2003-04	2002-03	2002-03	2001-02
Testing Month	April, 2004	Sept., 2003	April, 2003	Sept., 2002	Sept., 2001
HOLY FAMILY SCORES					
Total Reading Score	69.6	65.8	65.6	*	*
Number of students tested	48	47	47		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
NATIONAL SCORES					
Reading Mean NCE at 90 th percentile	64.8				

***During fall, 2002 and the school year 2001-02, grade 6 only took ISTEP+ and not the Terra Nova test.**

Assessment Data Referenced Against National Norms

Holy Family Catholic School

MATHEMATICS GRADE 6

Terra Nova Form A, 1997

CTB/McGraw-Hill Publisher

Scores are reported as NCE's.

No students are excluded from the tests.

There are no subgroups listed because none of the following groups comprise 10% or more of the school population:

- p) socioeconomic status, eligibility for free and reduced-priced meals
- q) ethnicity, minority groups
- r) students with disabilities

School Year	2003-04	2003-04	2002-03	2002-03	2001-02
Testing Month	April, 2004	Sept., 2003	April, 2003	Sept., 2002	Sept., 2001
HOLY FAMILY SCORES					
Total Math Score	67.4	70.9	66.9	*	*
Number of students tested	48	47	47		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
NATIONAL SCORES					
Mathematics Mean NCE at 90 th percentile	64.5				

***During fall, 2002 and the school year 2001-02, grade 6 only took ISTEP+ and not the Terra Nova test.**

Assessment Data Referenced Against National Norms

Holy Family Catholic School

READING GRADE 5

Terra Nova Form A, 1997

CTB/McGraw-Hill Publisher

Scores are reported as NCE's.

No students are excluded from the tests.

There are no subgroups listed because none of the following groups comprise 10% or more of the school population:

- s) socioeconomic status, eligibility for free and reduced-priced meals
- t) ethnicity, minority groups
- u) students with disabilities

School Year	2003-04	2003-04	2002-03	2002-03	2001-02
Testing Month	April, 2004	Sept., 2003	April, 2003	Sept., 2002	Sept., 2001
HOLY FAMILY SCORES					
Total Reading Score	68.8	63.4	71.8	67.3	65.8
Number of students tested	51	50	51	51	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
NATIONAL SCORES					
Reading Mean NCE at 90 th percentile	64.1				

Assessment Data Referenced Against National Norms

Holy Family Catholic School

MATHEMATICS GRADE 5

Terra Nova Form A, 1997

CTB/McGraw-Hill Publisher

Scores are reported as NCE's.

No students are excluded from the tests.

There are no subgroups listed because none of the following groups comprise 10% or more of the school population:

- v) socioeconomic status, eligibility for free and reduced-priced meals
- w) ethnicity, minority groups
- x) students with disabilities

School Year	2003-04	2003-04	2002-03	2002-03	2001-02
Testing Month	April, 2004	Sept., 2003	April, 2003	Sept., 2002	Sept., 2001
HOLY FAMILY SCORES					
Total Math Score	59.5	63.6	64.4	64.8	67.9
Number of students tested	51	50	51	51	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
NATIONAL SCORES					
Mathematics Mean NCE at 90 th percentile	63.8				

Assessment Data Referenced Against National Norms

Holy Family Catholic School

READING GRADE 4

Terra Nova Form A, 1997

CTB/McGraw-Hill Publisher

Scores are reported as NCE's.

No students are excluded from the tests.

There are no subgroups listed because none of the following groups comprise 10% or more of the school population:

- y) socioeconomic status, eligibility for free and reduced-priced meals
- z) ethnicity, minority groups
- aa) students with disabilities

School Year	2003-04	2003-04	2002-03	2002-03	2001-02
Testing Month	April, 2004	Sept., 2003	April, 2003	Sept., 2002	Sept., 2001
HOLY FAMILY SCORES					
Total Reading Score	64.1	60.8	63.7	63.4	64.3
Number of students tested	49	49	53	52	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
NATIONAL SCORES					
Reading Mean NCE at 90 th percentile	63.8				

Assessment Data Referenced Against National Norms

Holy Family Catholic School

MATHEMATICS GRADE 4

Terra Nova Form A, 1997

CTB/McGraw-Hill Publisher

Scores are reported as NCE's.

No students are excluded from the tests.

There are no subgroups listed because none of the following groups comprise 10% or more of the school population:

- bb) socioeconomic status, eligibility for free and reduced-priced meals
- cc) ethnicity, minority groups
- dd) students with disabilities

School Year	2003-04	2003-04	2002-03	2002-03	2001-02
Testing Month	April, 2004	Sept., 2003	April, 2003	Sept., 2002	Sept., 2001
HOLY FAMILY SCORES					
Total Math Score	57.0	61.0	65.6	65.9	71.4
Number of students tested	49	49	53	52	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
NATIONAL SCORES					
Mathematics Mean NCE at 90 th percentile	64.1				

Assessment Data Referenced Against National Norms

Holy Family Catholic School

READING GRADE 3

Terra Nova Form A, 1997

CTB/McGraw-Hill Publisher

Scores are reported as NCE's.

No students are excluded from the tests.

There are no subgroups listed because none of the following groups comprise 10% or more of the school population:

ee) socioeconomic status, eligibility for free and reduced-priced meals

ff) ethnicity, minority groups

gg) students with disabilities

School Year	2003-04	2003-04	2002-03	2002-03	2001-02
Testing Month	April, 2004	Sept., 2003	April, 2003	Sept., 2002	Sept., 2001
HOLY FAMILY SCORES					
Total Reading Score	68.8	68.4	70.6	*	*
Number of students tested	52	52	53		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
NATIONAL SCORES					
Reading Mean NCE at 90 th percentile	64.1				

***During fall, 2002 and the school year, 2001-02, grade 3 only took ISTEP+ and not the Terra Nova test.**

Assessment Data Referenced Against National Norms

Holy Family Catholic School

MATHEMATICS GRADE 3

Terra Nova Form A, 1997

CTB/McGraw-Hill Publisher

Scores are reported as NCE's.

No students are excluded from the tests.

There are no subgroups listed because none of the following groups comprise 10% or more of the school population:

- hh) socioeconomic status, eligibility for free and reduced-priced meals
- ii) ethnicity, minority groups
- jj) students with disabilities

School Year	2003-04	2003-04	2002-03	2002-03	2001-02
Testing Month	April, 2004	Sept., 2003	April, 2003	Sept., 2002	Sept., 2001
HOLY FAMILY SCORES					
Total Math Score	61.4	77.3	64.8	*	*
Number of students tested	52	52	53		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
NATIONAL SCORES					
Mathematics Mean NCE at 90 th percentile	64.5				

***During fall, 2002-03 and the school year, 2001-02, grade 3 only took ISTEP+ and not the Terra Nova test.**

Assessment Data Referenced Against National Norms

Holy Family Catholic School

READING GRADE 2

Terra Nova Form A, 1997

CTB/McGraw-Hill Publisher

Scores are reported as NCE's.

No students are excluded from the tests.

There are no subgroups listed because none of the following groups comprise 10% or more of the school population:

- kk) socioeconomic status, eligibility for free and reduced-priced meals
- ll) ethnicity, minority groups
- mm) students with disabilities

School Year	2003-04	2003-04	2002-03	2002-03	2001-02
Testing Month	April, 2004	Sept., 2003	April, 2003	Sept., 2002	Feb., 2002
HOLY FAMILY SCORES					
Total Reading Score	66.9	74.2	60.6	61.3	69.0
Number of students tested	50	50	51	51	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

Assessment Data Referenced Against National Norms

Holy Family Catholic School

MATHEMATICS GRADE 2

Terra Nova Form A, 1997

CTB/McGraw-Hill Publisher

Scores are reported as NCE's.

No students are excluded from the tests.

There are no subgroups listed because none of the following groups comprise 10% or more of the school population:

- nn) socioeconomic status, eligibility for free and reduced-priced meals
- oo) ethnicity, minority groups
- pp) students with disabilities

School Year	2003-04	2003-04	2002-03	2002-03	2001-02
Testing Month	April, 2004	Sept., 2003	April, 2003	Sept., 2002	Feb., 2002
HOLY FAMILY SCORES					
Total Math Score	75.7	74.7	69.6	55.7	71.8
Number of students tested	50	50	51	51	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

